



## **BA (Hons) Digital Communication and Social Media with Combined Studies**

### **Programme Specification**

**2022-2023**

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## INTRODUCTION

This document describes the **BA (Hons) Digital Communication and Social Media with Combined Studies** awarded by Richmond University, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, students take the programme over 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees. Of the courses in the programme, half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper division”, taken in years three and four, and coded 5000-6999.

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at QCF Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## OVERVIEW

<b>Programme/award title(s)</b>	BA (Hons) Digital Communication and Social Media with Combined Studies
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	Richmond, the American International University in London
<b>Date of latest validation</b>	29 March 2022
<b>Next revalidation</b>	Spring 2027
<b>Credit points for the award</b>	120 US Credits 480 UK Credits at <i>FHEQ</i> Levels 3-6 (120 at Level 3; 120 at Level 4; 120 at Level 5; 120 at Level 6)
<b>UCAS Code</b>	University Code: BA (Hons) Digital Communication and Social Media with Combined Studies
<b>Programme start date</b>	Fall 2022
<b>Underpinning QAA subject benchmark(s)</b>	Communication, Media, Film and Cultural Studies (2019)
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006 and 2016). QAA – Higher Education Review (AP) 2017
<b>Date of production/revision of this specification</b>	July 2022 (see chart at the end of this document for list of revisions)

## MISSION

The **BA (Hons) Digital Communication and Social Media with Combined Studies** aims to equip graduates with the core theoretical knowledge and practical skills required to succeed in a rapidly developing and wide-ranging discipline.

The degree sits at the intersection of four areas: digital media production, theories of communication, theories of society, and professional skills (explicitly those sought by the creative industries and media in general). Other institutions have made marketing their core, whereas this degree takes a more holistic view that tries to better understand the social and cultural impact of social media and digital communication, without disadvantaging those with a more vocational focus. Programme outcomes are understood as representing the praxis of these complementary but distinct intellectual areas.

In conjunction with conceptual understanding and knowledge, students acquire relevant technical knowledge and practical skills across various digital media. Subject-specific classes in digital culture and society are combined with interdisciplinary classes in communications and cultural studies, enhanced by a wide-ranging practical programme accommodating digital image making, video production and web design.

The major is supported by a successful internship programme that offers placements across social media and digital communication.

## PROGRAMME STRUCTURE

### **BA (Hons) Digital Communication and Social Media with Combined Studies**

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please note that students must complete all Liberal Arts requirements AND a minimum of 120 credits at each FHEQ level. The Liberal Arts programme offers more choice amongst levels, so students and advisors must ensure that both Liberal Arts requirements and overall level requirements are satisfied.

Black = Major requirements

Blue = General Education Liberal Arts Core requirements

Green = Electives/Gen Ed Electives

**Table 1: Lower-Division / Levels 3 and 4 Degree Requirements**

<b>LOWER-DIVISION REQUIREMENTS</b>			
<b>RQF Level 3</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>Minimum Required courses</b>			
<b>One of the following:</b>		<b>3</b>	<b>12</b>
<b>ADM 3160</b>	Foundations in Photography		
<b>COM 3101</b>	Foundations in Media Production: Sonic Media		
<b>Plus:</b>			
<b>COM 3100</b>	Foundations of Mass Media & Communications	3	12
<b>SCL 3100</b>	Foundations of Sociology	3	12
<b>GEP 3105</b>	Tools for Change	3	12
<b>GEP 3180</b>	Research and Writing I	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>GEP 3150</b>	Visual Thinking		
<b>GEP 3170</b>	Narratives of Change		
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 3XXX</b>	Any RQF Level 3 ENV course		
<b>XXX 3XXX</b>	RQF Level 3 Elective (only if satisfying ENV requirement at FHEQ Level 4)		
<b>Plus:</b>			
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>XXX 3XXX</b>	RQF Level 3 Elective	3	12
<b>QCF Level 3 CREDIT TOTALS</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 4</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>Minimum Required courses</b>			
<b>AVC 4205</b>	Introduction to Visual Culture	3	12
<b>COM 4115</b>	Digital Society	3	12
<b>COM 4400</b>	Introduction to Advertising Practice	3	12
<b>COM 4405</b>	Advertising, PR and the Media	3	12
<b>DGT 4100</b>	Coding, Content and Context 1	3	12
<b>GEP 4180</b>	Research and Writing II	3	12
<b>GEP 4105</b>	Social Change in Practice	3	12
<b>DGT 4120</b>	Data Analysis for Social Change	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>ENV 4XXX</b>	Any FHEQ Level 4 ENV course		
<b>XXX 4XXX</b>	FHEQ Level 4 Elective (only if satisfying ENV requirement at RQF Level 3)		

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<b>Plus:</b>			
<b>XXX 4XXX</b>	FHEQ Level 4 Elective	3	12
<b>FHEQ Level 4 CREDIT TOTALS</b>		<b>30</b>	<b>120</b>

**Table 2:** Upper-Division / Levels 5 and 6 Requirements

<b>UPPER-DIVISION REQUIREMENTS</b>			
<b>FHEQ Level 5</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>Minimum Required courses</b>			
<b>COM 5130</b>	Principles of Advertising and PR	3	12
<b>COM 5200</b>	Mass Communications and Society	3	12
<b>COM 5230</b>	Creating Digital Images	3	12
<b>DGT 5100</b>	Coding, Content and Context 2	3	12
<b>SCL 5200</b>	Social Research	3	12
<b>Plus one of the following:</b>			
<b>ADM 5200</b>	Video Production	3	12
<b>COM 5205</b>	Cultural Theory	3	12
<b>COM 5220</b>	Communications for PR and Advertising	3	12
<b>COM 5102</b>	Celebrity, Fan Cultures, and the Media	3	12
<b>MKT 5200</b>	Principles of Marketing	3	12
<b>Plus one of the following:</b>		<b>3</b>	<b>12</b>
<b>GEP 5101</b>	Service Learning: Digital Collaboration		
<b>GEP 5102</b>	Service Learning: Leadership in a Changing World		
<b>GEP 5103</b>	Service Learning: Environment and Society		
<b>GEP 5104</b>	Service Learning: Global Citizenship and Migration		
<b>Plus:</b>			
<b>XXX 5XXX</b>	FHEQ Level 5 Elective	3	12
<b>XXX 5XXX</b>	FHEQ Level 5 Elective	3	12
<b>XXX 5XXX</b>	FHEQ Level 5 Elective	3	12
<b>FHEQ Level 5 Credit Totals</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 6</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
<b>Required courses</b>			
<b>ADM 6102</b>	Web Design	4	16
<b>COM 6101</b>	New Media	4	16
<b>COM 6102</b>	Advertising and PR Campaigns	4	16
<b>COM 639X</b>	Senior Project	4	16
<b>COM 6296</b>	Senior Seminar 1	3	12

<b>COM 6297</b>	Senior Seminar 2	3	12
<b>Plus one of the following:</b>		<b>4</b>	<b>16</b>
<b>ADM 6101</b>	Photojournalism		
<b>AVC 6103</b>	New Media and Visual Power		
<b>COM 6902</b>	Internship in COM		
<b>COM 6901</b>	World Internship in COM		
<b>FLM 6101</b>	Advanced Digital Video		
<b>FLM 6104</b>	From Script to Screen		
<b>MKT 6101</b>	Digital Marketing and Social Media		
<b>Plus:</b>			
<b>XXX 6XXX</b>	FHEQ Level 6 Elective	4	16
<b>FHEQ Level 6 Credit Totals</b>		<b>30</b>	<b>120</b>

## PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

## KEY PROGRAMME OUTCOMES

Upon completing the **BA (Hons) Digital Communication and Social Media with Combined Studies** students should have:

- An understanding of social media, digital communication and the role each plays in different societies and social contexts
- An understanding of production processes and professional practices relevant to social media and digital communication
- The ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated
- Skills which will translate into the workplace

## Theoretical Knowledge Base (A)

<b>Includes:</b>	<b><i>knowledge base, debates in field</i></b>
<b>LEVEL 3</b>	
<b>A3(i)</b>	an understanding of the history of digital communication and social media technologies, and a recognition of the different ways in which the history of, and current developments in, Digital Communication and Social Media can be understood in relation to technological change
<b>LEVEL 4</b>	
<b>A4(i)</b>	a broad comparative understanding of the roles that social/digital media and/or cultural institutions play in different societies
<b>A4(ii)</b>	a broad understanding of the ethical and social role of Digital Communication and Social Media in cultural practices and cultural institutions

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<b>A4(iii)</b>	a broad understanding of particular platforms and technologies, and the way in which they organise understandings, meanings and affects
<b>LEVEL 5</b>	
<b>A5(i)</b>	a detailed understanding of the ways in which different social groups may make use of cultural texts and products in the construction of social and cultural realities, cultural maps and frames of reference.
<b>A5(ii)</b>	a detailed understanding of the historical development of practices of cultural consumption (including subcultural forms and everyday lived practices) and the ethical/legal responsibilities of producers and consumers
<b>A5(iii)</b>	engage critically with major thinkers, debates and intellectual paradigms within the subject area and put them to productive use
<b>LEVEL 6</b>	
<b>A6(i)</b>	a systematic understanding of the historical evolution of particular aesthetic traditions, intellectual structures and technologies, and of their current characteristics and possible future developments
<b>A6(ii)</b>	a systematic understanding of the history of digital communication and social media technologies, and a recognition of the different ways in which the history of, and current developments in, social media and digital communication can be understood in relation to related social, political and ethical concerns
<b>A6(iii)</b>	a systematic understanding of new and emergent technologies and platforms, and their relation both to their social context and to earlier forms
<b>A6(iv)</b>	a systematic understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems

### A Practical Knowledge Base (B)

<b>Includes:</b>	<b><i>practical applications of knowledge base, principles of practice</i></b>
<b>LEVEL 3</b>	
<b>B3(i)</b>	an understanding of the processes linking production, distribution, circulation and consumption
<b>LEVEL 4</b>	
<b>B4(i)</b>	a broad understanding of the relationship between discourse, culture and identity.
<b>B4(ii)</b>	a broad insight into the cultural, economic and social ways in which the development of new technologies and associated decision making processes are constructed in alternative and corporate media and a demonstrated capacity to work within such constraints
<b>B4(iii)</b>	a broad understanding of the narrative processes, generic forms and modes of representation at work in social media and cultural texts while also demonstrating the ability to produce work which effectively manipulates sound, image and/or the written word within this context
<b>LEVEL 5</b>	
<b>B5(i)</b>	a detailed awareness of how media products might be understood and consumed within broader concepts of culture and knowledge of how to effectively produce these products showing capability in operational aspects of media production technologies, systems, techniques and professional practices

<b>B5(ii)</b>	a detailed understanding of the ways in which forms of social/digital media and cultural consumption are embedded in everyday life, and serve as ways of claiming and understanding identities
<b>B5(iii)</b>	a detailed understanding of the relationship between discourse, culture and identity
<b>LEVEL 6</b>	
<b>B6(i)</b>	a systematic understanding and application of key production processes and professional practices relevant to social media, cultural and communicative industries, and of ways of conceptualising creativity and authorship
<b>B6(ii)</b>	a systematic insight into the cultural and social ways in which digital media artefacts are constructed and experienced
<b>B6(iii)</b>	a systematic understanding of the ways in which people engage with cultural texts and practices and make meaning from them
<b>B6(iv)</b>	a systematic understanding of the relationship between discourse, culture and identity

### Cognitive Skills (C)

<b>Includes:</b>	<b><i>critical thinking, synthesis, problem solving, research, analysis</i></b>
<b>LEVEL 3</b>	
<b>C3(i)</b>	demonstrates the ability to gather, organise and deploy ideas and information in order to communication arguments effectively in written, oral or other forms, with an understanding of appropriate methods
<b>LEVEL 4</b>	
<b>C4(i)</b>	demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms
<b>C4(ii)</b>	demonstrates a broad understanding of quantitative and/or qualitative research methods
<b>C4(iii)</b>	demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks
<b>LEVEL 5</b>	
<b>C5(i)</b>	demonstrates the ability to formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources, with a detailed understanding of quantitative and/or qualitative methods
<b>C5(ii)</b>	delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach
<b>C5(iii)</b>	exercises a degree of independent and informed critical judgement in analysis
<b>LEVEL 6</b>	
<b>C6(i)</b>	demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms

<b>C6(ii)</b>	demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated
<b>C6(iii)</b>	demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts
<b>C6(iv)</b>	demonstrates the ability to provide critically appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise

### Personal Development (D)

<b>Includes:</b>	<i>personal development, engagement with feedback, interpersonal comm skills, levels of independence and autonomy, task completion, team work, ethical and intercultural awareness skills</i>
<b>LEVEL 3</b>	
<b>D3(i)</b>	demonstrates an awareness of views other than their own and adapts behaviour to meet obligations in personal and/or group outcomes and/or outputs
<b>LEVEL 4</b>	
<b>D4(i)</b>	acts with limited autonomy under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas
<b>D4(ii)</b>	demonstrates broad skills that are relevant to the workplace, including the ability to work productively in a group or team, and to recognise factors that affect performance, including changing contexts, audiences and degrees of complexity
<b>D4(iii)</b>	demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks
<b>LEVEL 5</b>	
<b>D5(i)</b>	demonstrates well-developed skills that will translate into the workplace, including the ability to work effectively within a group or team, to engage in self- reflection, and to adapt own actions and interpersonal communication skills to changing contexts, audiences and degrees of complexity
<b>D5(ii)</b>	delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria
<b>D5(iii)</b>	demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT)
<b>LEVEL 6</b>	
<b>D6(i)</b>	demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions
<b>D6(ii)</b>	demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication
<b>D6(iii)</b>	demonstrates flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate
<b>D6(iv)</b>	demonstrates the ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy

The transferable skills acquired in this program equip the students with skills and knowledge to enable them to undertake careers (or further training for careers) in the creative media industries, corporate communications, international marketing, commercial art and journalism.

## TEACHING, LEARNING, AND ASSESSMENT

### Teaching Strategy

The teaching and learning strategy adopted within the **BA (Hons) Digital Communication and Social Media with Combined Studies** degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as PowerCAMPUS (or Blackboard) in many courses.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through

- Employing and using appropriate linguistic skills
- Independent learning

## Assessment Strategy

The assessment strategies we use with our **BA (Hons) Digital Communication and Social Media with Combined Studies** degree speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Tutors are encouraged to experiment with innovative assessment structures (within the permitted framework) to reflect the practical and innovative focus of this course. Not every component applies to every course, but most do relate to many of the classes that are offered. Many of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Courses will follow the University Assessment Norms, details of which are listed in each CSD.

## ENTRY REQUIREMENTS

### Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

<https://www.richmond.ac.uk/undergraduate-admissions/>

### Transfer Credit

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE, A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Please see the Transfer Credit Policy Undergraduate for details.

Prospective students who do not meet the academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University. Further details may be found at: <https://www.richmond.ac.uk/undergraduate-admissions/>

## EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of

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the programme for which he or she is registered. Students may not enter the university registered for an exit award.

### **Associate of Arts Degree in BA (Hons) Digital Communication and Social Media (US)**

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at RQF Level 3

30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above.

### **Certificate of Higher Education in BA (Hons) Digital Communication and Social Media (UK)**

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 credits at RQF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the RQF Level 3 requirements necessary to obtain the AA.

Students may not be awarded more than one exit award (notwithstanding dual accreditation of the AA/CertHE) and Boards will recommend the most relevant one for the individual student circumstance for any student meeting the criteria for an award to be made.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements.

### **Diploma of Higher Education in BA (Hons) Social Media and Digital Communication**

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The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at the University.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements.

## STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least once per semester. Advisers assist students with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see: <https://www.richmond.ac.uk/study-abroad-at-richmond/students-with-additional-needs/>

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also

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overseen by this department. For a full description of Student Affairs' activities, please see: <https://www.richmond.ac.uk/student-life/>

## PLACEMENT

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work (see level 6 options). For full details of the internship programme, please see: <http://www.richmond.ac.uk/content/academic-programs/internships.aspx>

Expectations with regard to careers education, information, advice and guidance (as outlined in the section on Enabling Student Achievement in *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/content/student-affairs/career-services.aspx>.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: <http://www.richmond.ac.uk/content/alumni.aspx>

## STUDY ABROAD

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. With 40 partnerships spread over five continents, students are able to select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

## REGULATORY FRAMEWORK

The **BA (Hons) Degree in Digital Communication and Social Media with Combined Studies** is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://www.qaa.ac.uk))
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.

Programme specification and curriculum map – BA (Hons) **Digital Communication and Social Media** with Combined Studies



- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer ([www.seec.org.uk](http://www.seec.org.uk)).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

### Ensuring and Enhancing the Quality of the Programme

The **BA (Hons) Digital Communication and Social Media with Combined Studies** features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

**BA (Hons) Digital Communication and Social Media with Combined Studies** is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017 (<http://www.richmond.ac.uk/content/admissions/about-richmond/american-british-accreditation.aspx>).

## APPENDIX 1 - Curriculum Map

LEVEL 3	ADM 3160 Foundations in Photography	COM 3101 Fdns of Media Production: Sonic Media	COM 3100 Foundations of Mass Media & Communications	SCL 3100 Foundations of Sociology
A3(i)			X	X
B3(i)	X	X	X	X
C3(i)	X	X	X	X
D3(i)	X		X	X

LEVEL 4	AVC 4205 Intro to Visual Culture	COM 4115 Digital Society	COM 4400 Intro to Ad Practice	COM 4405 Ad, PR, and Media	DGT 4100 Coding, Content, and Context 1	DGT 4120 Data Analysis for Social Change
A4(i)				X		
A4(ii)		X	X	X	x	X
A4(iii)	X		X	X		
B4(i)	X					
B4(ii)	X		X	X	X	X
B4(iii)	X	X	X			
C4(i)	X	X		X		
C4(ii)			X	X	X	X
C4(iii)	XX	X				
D4(i)	X	X	X	X		
D4 (ii)			X		X	
D4 (iii)			X		X	X

Level 5	COM 5130 Principles of Ad & PR	COM 5200 Mass Communications and Society	COM 5230 Creating Digital Images	SCL 5200 Social Research	ADM 5200 Video Production	COM 5205 Cultural Theory	COM 5220 Com for PR & Ad	COM 5102 Celebrity, Fan Cultures, and Advertising	DGT 5100 Coding, Context, and Content 2	MKT 5200 Principles of Marketing
A5(i)	X		X		X		X	X	X	
A5(ii)	X	X		X		X				
A5(iii)		X	X	X		X		X		X
A5(iv)										
A5(v)			X		X					
A5(vi)						X				
B5(i)	X			X	X	X	X			X
B5(ii)	X	X							X	
B5(iii)				X		X	X			
B5 (iv)						X				
B5 (v)			X			X				
C5(i)	X	X	X	X	X	X		X	X	X
C5(ii)				X	X	X				X
C5(iii)	X	X	X	X		X	X		X	X
D5(i)	X			X					X	X
D5(ii)	X			X	X			X		X
D5(iii)		X							X	

Level 6	ADM 6102 Web Design	COM 6101 New Media	COM 6102 Ad & PR Campaigns	COM 6391 Senior Project	COM 6296 Senior Seminar I	COM 6297 Senior Seminar II		COM 6902 Internship	COM 6901 World Internship	AVC 6103 New Media & Visual Power	ADM 6101 Photojournalism	FLM 6101 Advanced Digital Video	FLM 6104 Script to Screen	MKT 6101 Digital Marketing & Social Media
A6(i)		X			X	X							X	
A6(ii)		X	X							X				X
A6(iii)	X	X	X								X	X	X	X
A6(iv)	X				X	X		X	X		X			
B6(i)				X	X	X				X		X	X	X
B6(ii)	X		X	X							X		X	
B6(iii)	X	X	X					X	X		X	X		
B6(iv)					X	X		X	X					
B6 (v)					X	X		X	X	X				
C6(i)			X	X	X	X		X	X	X			X	
C6(ii)			X	X	X	X		X	X	X		X	X	X
C6(iii)					X	X		X	X	X				X
C6(iv)		X	X		X	X		X	X	X				
D6(i)	X		X	X	X	X		X	X	X	X	X	X	X
D6(ii)	X	X		X							X	X		X
D6(iii)		X		X								X	X	
D6(iv)								X	X					

**APPENDIX 2: KILO KPO OUTCOME AND ASSESSMENT MAPPING BA DIGITAL COMMUNICATIONS & SOCIAL MEDIA WITH COMBINED STUDIES**

Key Institutional Learning Outcome (Standard V) Assessment Requirement)	MSCHE Standard III Design Requirement	Key Programme Outcomes BA Digital Communications & Social Media with Combined Studies	Programme Outcomes	How will it be assessed (grades without a rubric do not count, please list courses that will be included)?	When will it be assessed	Changes stemming from assessment results
KILO 1: Critical Thinking: <b>Demonstrate the ability to use appropriate methods to gather and organise ideas and information to ask, explore, and answer questions.</b>	Critical Analysis and Reasoning	Demonstrates the ability to provide critical appraisals of some of the widespread understandings and misunderstandings of the subject area.	A4, B4, C4, D4  A5ii, A5iii, B5ii, C5iii	DGT 4100 Coding, Content, and Context 1  COM 5205 Cultural Theory (Final Exam)	SP23  FA22	

<p>KILO 2: IT Literacy and Communication Competency: <b>Demonstrate the ability to effectively communicate, in a group and individually, through verbal, written, and digital means.</b></p>	<p><b>Oral and Written Communication</b></p>	<p><b>Demonstrate the ability to communicate effectively, in a group and individually, across a variety of technologies and platforms.</b></p>	<p>B4iii, C4i, C4iii, D41, D4iii  C6i, C6ii, C6iv, D6i, D6ii, D6iii, D6iv</p>	<p>COM 4115 Digital Society (Digital Media in my Social Life Essay)  COM 6296/7 Senior Seminar 1 &amp; 2 (Oral Presentation)</p>	<p>FA22  Fall 22 and SP23</p>	
<p>KILO 3: Research and Writing: <b>Demonstrate the ability to work independently and use appropriate research skills and methodologies.</b></p>	<p>Oral and Written Communication</p>	<p>Demonstrates the ability to work independently and to manage self-directed projects, demonstrating nuanced understanding of research methods.</p>	<p>A1, A4, A5, B1-B4  A5iii, B5ii, C4i, C5iii, D5ii</p>	<p>GEP 4180 Research and Writing II (final assignment)  SCL 5200 Social Research (Research Profile Essay)</p>	<p>Fall 2022  Spring 2023</p>	
<p>KILO 4: Sustainability: <b>Demonstrate an understanding of environmental, community, and individual sustainability to meet the needs of the present without compromising the future.</b></p>	<p>Scientific Reasoning</p>	<p>Demonstrate an appreciation and understanding of the social, cultural environmental aspects of sustainability and the relationship to active citizenship.</p>	<p>A3i, B3i, C3i, D3i</p>	<p>COM 3100 Foundations of Mass Media &amp; Society (Final Exam)</p>	<p>FA22</p>	
<p>KILO 5: Quantitative: <b>Interpret, analyse, and communicate quantitative information using mathematical, statistical, or symbolic reasoning.</b></p>	<p>Quantitative Reasoning</p>	<p>Interpret, analyse, and communicate quantitative information using a range of tools, demonstrating an awareness of design solutions.</p>	<p>B5ii, C5ii, D5iii, D5iii</p>	<p>DGT 5100 Coding, Context, and Content 2 (Final Project)</p>	<p>FA22</p>	

KILO 6: Creative Thinking: <b>Approach challenges with intellectual curiosity to make connections and find hidden relationships between seemingly unrelated fields.</b>	Creative Thinking	Demonstrates a sophisticated understanding of similarities and differences in theories and practices across time and across cultures	A1, A4, A5, B1-B4  A6i, A6iv, B6iv, C6iii, C6iv, D6iv	GEP 3150 Visual Thinking (Project)  COM 6102 Advertising & PR Campaigns (Final Project)	FA22  SP23	
KILO 7: Ethics and Diversity: <b>Demonstrate an awareness of the importance of ethical judgment and use ethical judgment to inform decisions</b>	Cultural and Global Sensitivity	Demonstrate an appreciation of the importance of inclusivity, diversity, and ethical considerations as it pertains to a range of Western and non-Western visual cultures	A1, A3, A5, B1, B2, B4, C1, C2, C4, C6, C8  A4ii, B4i, C4ii, D4ii	GEP 4105 Global Change in Practice  AVC 4205 Intro to Visual Culture (Final Exam, focus on Global Visual Cultures)	FA22	
KILO 8: Entrepreneurship and Enterprise Education: <b>Creatively solve problems, act with autonomy and be a skillful contributor, planner and/or manager</b>		Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.	A6iii, B6ii, C6ii, D6i, D6iii	COM 6902 Internship  COM 6110 Senior Project (Group Project)	FA22/S P23  FA22/S P23	

## Programme Specification Publication Dates

Document publication date	September 2019
Revision 1	May 2020
Revision 2	May 2021
Revision 3	December 2021
Revision 4	July 2022